

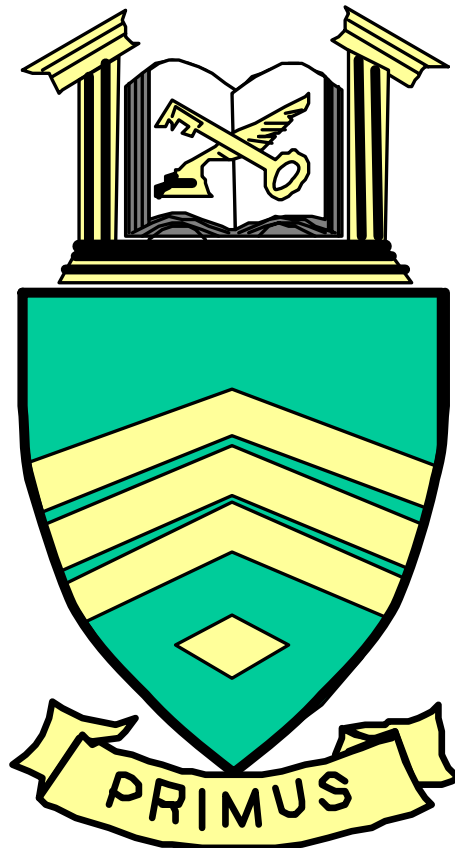
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

T652

OCT 03

TRAINING ASSESSMENT

TRAINING SUPPORT PACKAGE



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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T652 / TRAINING ASSESSMENT
Effective Date	01 OCT 2003
Supersedes TSP(s) / Lesson(s)	T652, Training Assessment, MAY 00
TSP Users	400-521-SQIM, Phase II, Resident 400-521-SQIM, Phase II, (DL)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS-DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 e-mail atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

Individual

152-020-0040

TRAIN A COMPANY

This TSP
Contains

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TRAINING ASSESSMENT (FSC RESIDENT)
T652 / Version 1
31 May 2001

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-521 SQIM	1	First Sergeant Course - The Army Training System (FSC - TATS)

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	<u>Individual</u>	
	152-020-0040 (*)	TRAIN A COMPANY

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	152-020-0007	Train a Team.

Academic Hours	The academic hours required to teach this lesson are as follows:	
		<u>Resident Hours/Methods</u>
		2 hrs / Conference / Discussion
	Test	0 hrs
	Test Review	0 hrs
	Total Hours:	2 hrs

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	N/A

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.
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Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.
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References			
<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 25-101	BATTLE FOCUSED TRAINING	30 Sep 1990	
TC 25-20	A LEADER'S GUIDE TO AFTER-ACTION REVIEWS	30 Sep 1993	

Student Study Assignments	Before class--					
	<ul style="list-style-type: none"> • Read FM 25-101, Chapter 5. • Read Advance Sheet. • Read TC 25-20. 					
	During class--					
	<ul style="list-style-type: none"> • Participate in classroom discussion. • View TVT. 					
	After class--					
	<ul style="list-style-type: none"> • Review classroom notes and materials. • Return recoverable materials to the instructor. 					
Instructor Requirements	1:14, Special Qualifications-FSC Grad; Served as 1SG; ITC, SGITC, and VTT-ITC (VTT only) qualified. 1:16, At USASMA VTT site for Distance Learning (DL).					
Additional Support Personnel Requirements	<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>		
	One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad; served as 1SG; ITC, and SGITC qualified. (Enlisted)	1:16	2	2 hrs		
Equipment Required for Instruction	<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>S p t</u>	<u>Qty</u>	<u>Exp</u>
	702101T134520	1:14	1:1	N	1	N
	DELL CPU, MONITOR, MOUSE, KEYBOARD					
	FSC-1	1:16	1:1	N	1	N
	TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)					
	FSC-10	1:14	1:1	N	1	N
	INFOCUS LCD PROJECTOR					
	FSC-11	1:14	1:1	N	1	N
	PROJECTION SCREEN					
	FSC-2	1:16	1:1	N	1	N
	TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)					
	FSC-3	1:16	1:1	N	1	N
	TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)					
	FSC-4	1:14	1:1	N	1	N
	TV MONITOR 32 INCH					
	FSC-6	1:14	1:1	N	1	N
	WINDOWS OS, MICROSOFT INTERNET EXPLORER, MSOFFICE, FTP SITE SOFTWARE					
	FSC-7	1:14	1:1	N	1	N
	VIEWGRAPH OVERHEAD PROJECTOR					
	FSC-8	1:14	1:1	N	1	N
	WHITE BOARD					

**Materials
Required****Instructor Materials:**

- Visual Aids (VGT): 16.
- TSP.
- FM 25-101.
- TVT 17-153, "How to Conduct an After Action Review" (PN 706703).

Student Materials:

- FM 25-101.
- TC 25-20.
- Pen or pencil and writing paper.

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Ins tr Ra tio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

: **NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read all TSP material.
- The facilitator may need to create additional questions to ensure student participation continues throughout the lesson material.

During class--

- Conduct class in accordance with the Training Support Package (TSP).
- Encourage students to share experiences that relate to the material, if any.
- The DL (VTT) instructor will select an appropriate site prior to asking a student a question.
- Use the questions provided to generate discussion among the students at the different sites.

After class--

- Report any lesson discrepancies to the Senior Instructor.
- Collect all recoverable materials.

**Proponent
Lesson Plan
Approvals**

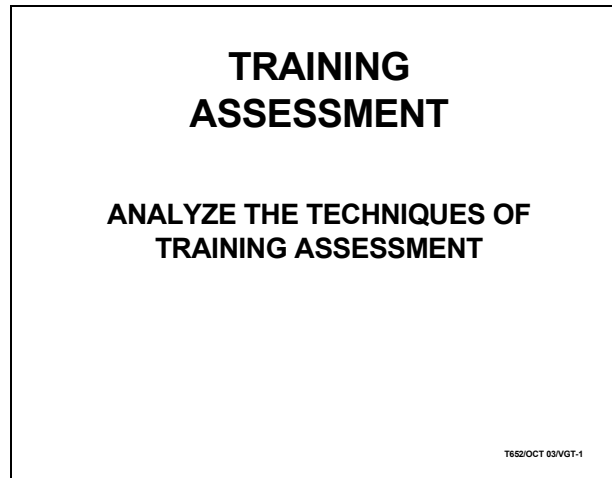
<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Stephens, Frederick D	CIV	Training Specialist	
Graham, Kevin L.	MSG	Course Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Areas	
Mays, Albert	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:14
Time of Instruction: 20 mins
Media: VGT-1

Motivator

SHOW VGT-1, TRAINING ASSESSMENT



Assessment is the key link between training execution and planning for future training. During the next two hours, we will examine the importance of training evaluations and after-action reviews in the training assessment process.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.
At the completion of this lesson, you [the student] will:

Action:	Analyze the techniques of training assessment.
Conditions:	As a first sergeant, in a classroom environment, given FM 25-101 and TC 25-20.
Standards:	Analyzed the techniques of training assessment IAW FM 25-101 and TC 25-20.

Safety Requirements

None.

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None.

Evaluation

At the end of this module you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent (28 out of 40) of the questions to receive a GO.

Instructional Lead-In

In this lesson you will examine the application of the battle focused training concepts of assessment and evaluation to company training, and how they help you as you train your company.

NOTE: At this time, break the class into 3 groups/sites and assign each a discussion area.

Group 1, ELO A, Process for Evaluation.
Group 2, ELO B, Process for conducting AARs.
Group 3, ELO C, Training assessment process.

NOTE: Use the questions and VGTs to generate discussion among the groups, if necessary. Allow 15 minutes now for the groups to process the information and 15 minutes per group later for each group to discuss the information assigned.

Ensure students talk about assessment and evaluation as it relates to their unit or their own experiences.

REMOVE VGT-1

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Determine the process for evaluation.
CONDITIONS:	As a first sergeant, in a classroom environment, given FM 25-101.
STANDARDS:	Determined the process for evaluation IAW FM 25-101.

1. Learning Step / Activity 1. The Evaluation Process

Method of Instruction: Conference / Discussion
Technique of Delivery : Small group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: VGT 1 Thru VGT-7

NOTE: Group 1 will discuss ELO A.

QUESTION: Why is training assessment such an integral part of training management?

ANSWER: The information obtained (from evaluations) provides the basis for the unit-training program.

Ref: FM 25-101, p 5-1

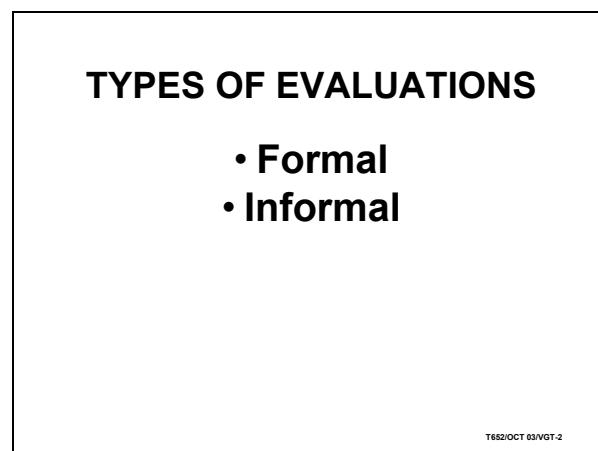
NOTE: Ensure students discuss why this is especially important to them as a 1SG.

QUESTION: What are the two types of evaluations?

ANSWER: See VGT-2.

Ref: FM 25-101, p 5-3, fig 5-2

SHOW VGT-2 TYPES OF EVALUATIONS



NOTE: Ensure students cover the following key points.

- Informal doesn't mean *unplanned*.
- Use of each type of evaluation. Ensure students discuss the internal and external aspects of both types of evaluations in fig 5-2, p 5-3.
- The evaluation of collective training is critical to assessing a unit's capability to perform its METL tasks. Leaders must plan and execute evaluations as rigorously as the training event itself.

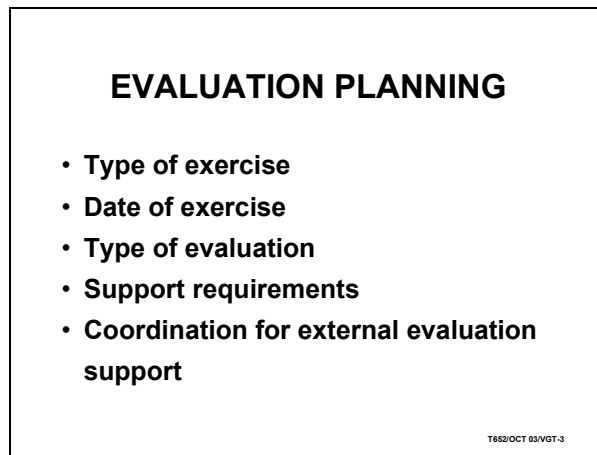
REMOVE VGT-2.

QUESTION: What type of information does the chain of command need to facilitate long-range evaluation planning?

ANSWER: See VGT-3.

Ref: FM 25-101, p 5-4

SHOW VGT-3 EVALUATION PLANNING



NOTE: Ensure the students understand that Reserve Component Commanders normally request assistance from outside agencies such as, Maneuver Training Commands. However, the RC chain of command is ultimately responsible for the evaluation.

Ref: FM 25 101, p 5-3

REMOVE VGT-3

As the training event draws near, more detailed evaluation planning occurs.

QUESTION: What do the commander and key leaders need to develop and provide in order to continue effective short-range planning?

ANSWER: See VGT-4.

Ref: FM 25-101, p 5-4

SHOW VGT-4, DETAILED EVALUATION PLANNING

**DETAILED EVALUATION
PLANNING**

- **Commanders intent and focus for the exercise**
- **Pre-execution checklist**
- **Level of evaluation**
- **Dates for training the evaluators**
- **Plan for conducting evaluator training**

T652/OCT 83/VGT-4

Ref: FM 25-101, p 5-4

REMOVE VGT-4

QUESTION: What type of information do the commander and key leaders provide in a completed evaluation and control plan?

ANSWER: See VGT-5.

Ref: FM 25-101, p 5-4

SHOW VGT-5 EVALUATION PLAN

EVALUATION PLAN

- **Intent of the exercise and the evaluation**
- **Evaluation procedures**
- **Exercise scenario**
- **Training objective**
- **Guidance on conduct of AARs**
- **Resource guidance**

T652/OCT 83/VGT-5

Ref: FM 25-101, p 5-4

REMOVE VGT-5

SHOW VGT-6, Evaluation Plan, cont.

EVALUATION PLAN, CONT

- Required coordination
- Evaluator's role in safety
- Rules of engagement
- Required references including those for slice units
- Evaluation checklist

T682/OCT 03/VGT-6

Ref: FM 25-101, p 5-4

REMOVE VGT-6

An important link in the evaluation process is the evaluator. Evaluators are highly qualified personnel, equal to or senior in rank to those evaluated, and have held the position they are evaluating.

NOTE: Ensure the students refer to figures 5-3 (Evaluator Group Organization Worksheet) and 5-4 (Task Evaluation Matrix) and briefly discuss the purpose of both and the evaluator training requirements in fig 5-5

QUESTION: What are some of the rules for the evaluators?

ANSWER: See VGT-7.

Ref: FM 25-101, p 5-4

SHOW VGT-7, EVALUATOR RULES

EVALUATOR RULES

- Train-up and rehearsal
- Know the terrain
- *Do not argue*
- Identify strengths as well as weaknesses
- Patiently observe *ALL* actions of the unit
- Do what the soldiers do
- Know OPFOR training objectives

T682/OCT 03/VGT-7

Ref: FM 25-101, p 5-4

REMOVE VGT-7

CHECK ON LEARNING:

B. ENABLING LEARNING OBJECTIVE

ACTION:	Determine the process for conducting After-Action Reviews (AARs).
CONDITIONS:	As a first sergeant, in a classroom environment, given TC 25-20.
STANDARDS:	Determined the process for conducting After-Action Reviews (AARs) IAW FM 25-101 and TC 25-20.

1. Learning Step / Activity 1. After Action Reviews

Method of Instruction: Conference / Discussion
Technique of Instruction: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 30 mins
Media: VGT-8 Thru 15

Show TVT 17-153, "How to Conduct an After-Action Review", PN 706703

BREAK: TIME: 01:07 to 01:17

TIME: 01:17 to 01:32 (continue LS/A 2, ELO B).

NOTE: Ensure the student group generates feedback and summarizes the TVT.

2. Learning Step / Activity 2. After Action Reviews (AARs)

Method of Instruction: Conference / Discussion
Technique of Delivery: Small group Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: Small Group Instruction (SGI)

NOTE: Group 2 will not discuss ELO B.

- After-Action Reviews (AARs) provide soldiers, leaders, and units direct feedback on mission and task performance in training and in combat.
- The AAR is the keystone to the evaluation process.

QUESTION: What information does the AAR provide?

ANSWER: The AAR provides:

- Candid insights into specific soldier, leader, and unit strengths and weaknesses from various perspectives.

- Feedback and insight critical to battle focused training.
- Details often lacking in evaluation reports.

Ref: TC 25-20, p 1-1

The leader's guide on how to plan, and conduct AARs is TC 25-20. It supplements and expands on the guidance outlined in FM 25-101, Appendix G. Competent leaders must understand and apply the techniques and procedures that produce good AARs.

QUESTIONS: What are the two types of AARS?

ANSWER: Formal and Informal.

Ref: TC 25-20, p 1-2, fig 1-3

- Formal AARs are resource intensive and involve planning, coordination, preparation, and supporting training aids, an AAR site, and support personnel. Formal AARs usually occur at company level and above.
- Informal AARs require less preparation and planning time. The unit usually conducts informal AARs for soldiers, crews, squads, and platoons immediately after all training activities.

QUESTIONS: What are the key points in all AARS?

ANSWER: See VGT-8.

Ref: TC 25-20, p 1-3, fig 1-1

SHOW VGT-8, AAR KEY POINTS

AAR KEYPOINTS

- **Conduct during or immediately after each event**
- **Focus on intended training objectives**
- **Focus on soldier, leader and unit performance**
- **Involve all participants in discussion**
- **Use open-ended questions**
- **Relate to specific standards**
- **Determine strengths and weaknesses**
- **Link performance to subsequent training**

T652/OCT 03/VGT-8

Ref: TC 25-20, p 1-3, fig 1-1

REMOVE VGT-8

QUESTION: What does the format for the AAR cover?

ANSWER: See VGT-9 and VGT-10.

Ref: TC 25-20, p 1-3, fig 1-2

SHOW VGT-9, AAR FORMAT

AAR FORMAT

- Introduction and rules
- Review of training objectives
- Commander's mission and intent (what was supposed to happen)
- Opposing force commander's mission and intent
- Relevant doctrine and tactics, techniques, and procedures

T652/OCT 63/VGT-9

Ref: TC 25-20, p 1-3, fig 1-2

REMOVE VGT-9

SHOW VGT-10, AAR FORMAT (CONT)

AAR FORMAT, CONT

- Summary of recent events (what happened?)
- Discussion of key issues (why it happened and how to improve)
- Discussion of optional issues
- Discussion of force protection issues (discussed throughout)
- Closing comments (summary)

T652/OCT 63/VGT-10

Ref: TC 25-20, p 1-3, fig 1-2

NOTE: Ensure the students discuss each step involved in the AAR process.

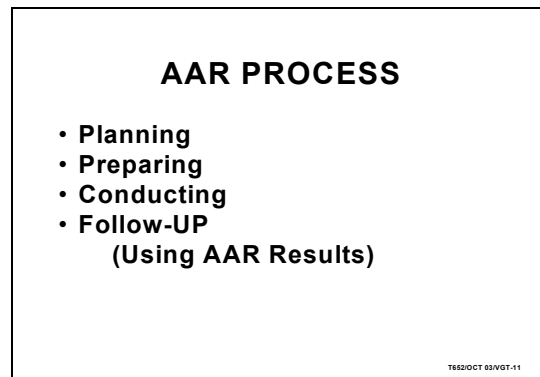
REMOVE VGT-10

QUESTION: What are the steps involved in the AAR process?

ANSWER: See VGT-11.

Ref: TC 25-20, p 1-5

SHOW VGT-11, AAR PROCESS



Ref: TC 25-20, p 1-5

NOTE: Ensure students explain each bullet on VGT-10.

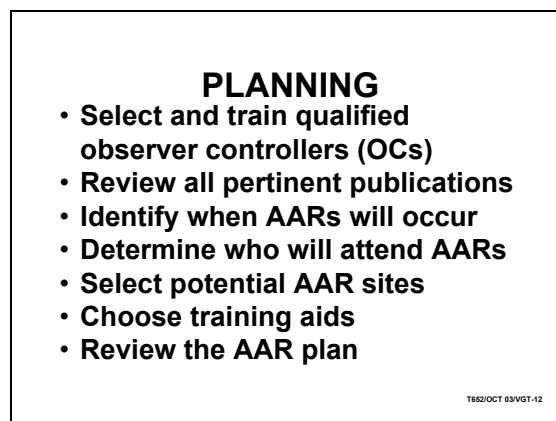
REMOVE VGT-11

QUESTION: What actions should leaders take in the planning phase?

ANSWER: See VGT-12.

Ref: TC 25-20, p 1-6 (fig 1-4), and pages 2-2 thru 2-7

SHOW VGT-12 PLANNING



Ref: TC 25-20, p 1-6 (fig 1-4), and pages 2-2 thru 2-7

NOTE: Ensure students explain each bullet on VGT-11.

REMOVE VGT-12

QUESTION: What action should leaders take in the preparation phase (step 2) of the AAR?

ANSWER: See VGT-13.

Ref: TC 25-20, p 1-6 (fig 1-4), and pages 3-1 thru 3-7

SHOW VGT-13, PREPARATION

PREPARATION

- Review training objectives, orders, METL, and doctrine
- Identify key events OCs are to observe
- Observe training and take notes
- Collect observations from other OCs
- Organize observations
- Reconnoiter the selected AAR site
- Prepare the AAR site
- Conduct rehearsal

T652/OCT 03/VGT-13

Ref: TC 25-20, p 1-6 (fig 1-4), and pages 3-1 thru 3-7

NOTE: Ensure students explain each bullet on VGT-12.

REMOVE VGT-13

QUESTION: How should leaders conduct step 3 of the AAR?

ANSWER: See VGT-14.

Ref: TC 25-20, p 1-6, and pages 4-1 thru 4-8

SHOW VGT 14, CONDUCT

CONDUCT

- **Seek maximum participation**
- **Maintain focus on training objectives**
- **Constantly review teaching points**
- **Record key points**

T652/OCT 03/VGT-14

Ref: TC 25-20, p 1-6, and pages 4-1 thru 4-8

NOTE: Ensure students explain each bullet on VGT-14.

REMOVE VGT-14

QUESTION: What should leaders do to follow-up step 4 feedback from the AAR?

ANSWER: See VGT-15.

Ref: TC 25-20, p 1-6, (fig 4) and pages 5-1 thru 5-3

SHOW VGT-15, FOLLOW-UP

FOLLOW UP

- **Identify tasks requiring training**
- **Fix the problem--**
 - **retrain immediately, revise SOP, integrate into future training plan**
- **Use to assist in making commander's assessment**

T652/OCT 03/VGT-15

Ref: TC 25-20, p 1-6, (fig 4) and pages 5-1 thru 5-3

REMOVE VGT-15

After conducting the final AAR, the company commander reviews the evaluation and AAR results to assess the unit training proficiency.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Determine the training assessment process.
CONDITIONS:	As a first sergeant in a classroom environment, given FM 25-101.
STANDARDS:	Determined the training assessment process IAW FM 25-101.

1. Learning Step / Activity 1. Assessment

Method of Instruction: Conference / Discussion
Technique of Delivery Small Group (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 15 mins
Media: VGT 16

Group 3, Let us take a closer look at the action we need to take to conduct a thorough assessment.

QUESTION: What process does the commander use to assess and select unit tasks?

ANSWER: See VGT-16.

Ref: FM 25-101, pp 5-1 and 5-2

SHOW VGT-16, ASSESSMENT ACTIONS

ASSESSMENT ACTIONS

- **Select type of evaluation**
- **Develop an evaluation plan**
- **Conduct evaluation training**
- **Conduct after-action reviews**
- **Provide feedback to the chain of command**

T682/OCT 03/VGT-16

Ref: FM 25-101, p 5-1 and 5-2

Leaders have many sources of information to assist in assessing the unit's training status and its ability to accomplish the wartime mission.

Additionally, The Standard Army Training System (SATS) has the capability to create several reports (listed below) that are valuable management tools in the assessment process. See FM 25-101, page 3-7, third paragraph and page 3-16, first paragraph for SATS information.

- i. Essential Soldier Task List.
- ii. Battle Focus Soldier Tasks Report.
- iii. Approved METL Report.

NOTE: Ensure the students briefly discuss all of the listed sources for training assessment IAW FM 25-101, p. 5-2, fig. 5-1. Ensure students understand that leaders must consider every environment safety requirement throughout the assessment process.

REMOVE VGT-16

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

Conduct an After Action Review of this lesson. You can practice using the format you just discussed. Focus on what went right, what went wrong, and what needs improvement.

Review / Summarize Lesson

The chain of command must commit to an open and honest look at what happened, why it happened, and how to do it better.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will receive a 40 question written examination that may include questions from this lesson. To receive a GO, you must answer at least 28 or more questions correctly.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

You will participate in an After-Action Review (AAR) immediately following the examination for this particular lesson.

Terminal Learning Objective

VGT-1, TRAINING ASSESSMENT

TRAINING ASSESSMENT

ANALYZE THE TECHNIQUES OF TRAINING ASSESSMENT

T652/OCT 03/VGT-1

TYPES OF EVALUATIONS

- **Formal**
- **Informal**

T652/OCT 03/VGT-2

EVALUATION PLANNING

- **Type of exercise**
- **Date of exercise**
- **Type of evaluation**
- **Support requirements**
- **Coordination for external evaluation support**

T652/OCT 03/VGT-3

DETAILED EVALUATION PLANNING

- **Commanders intent and focus for the exercise**
- **Pre-execution checklist**
- **Level of evaluation**
- **Dates for training the evaluators**
- **Plan for conducting evaluator training**

T652/OCT 03/VGT-4

EVALUATION PLAN

- **Intent of the exercise and the evaluation**
- **Evaluation procedures**
- **Exercise scenario**
- **Training objective**
- **Guidance on conduct of AARs**
- **Resource guidance**

T652/OCT 03/VGT-5

FOLLOW UP

- **Identify tasks requiring training**
- **Fix the problem--**
 - **retrain immediately, revise SOP, integrate into future training plan**
- **Use to assist in making commander's assessment**

T652/OCT 03/VGT-15

EVALUATOR RULES

- **Train-up and rehearsal**
- **Know the terrain**
- ***Do not argue***
- **Identify strengths as well as weaknesses**
- **Patiently observe *ALL* actions of the unit**
- **Do what the soldiers do**
- **Know OPFOR training objectives**

T652/OCT 03/VGT-7

AAR KEYPOINTS

- **Conduct during or immediately after each event**
- **Focus on intended training objectives**
- **Focus on soldier, leader and unit performance**
- **Involve all participants in discussion**
- **Use open-ended questions**
- **Relate to specific standards**
- **Determine strengths and weaknesses**
- **Link performance to subsequent training**

T652/OCT 03/VGT-8

AAR FORMAT

- **Introduction and rules**
- **Review of training objectives**
- **Commander's mission and intent
(what was supposed to happen)**
- **Opposing force commander's
mission and intent**
- **Relevant doctrine and tactics,
techniques, and procedures**

T652/OCT 03/VGT-9

AAR FORMAT, CONT

- **Summary of recent events (what happened?)**
- **Discussion of key issues (why it happened and how to improve)**
- **Discussion of optional issues**
- **Discussion of force protection issues (discussed throughout)**
- **Closing comments (summary)**

T652/OCT 03/VGT-10

AAR PROCESS

- **Planning**
- **Preparing**
- **Conducting**
- **Follow-UP**
(Using AAR Results)

T652/OCT 03/VGT-11

PLANNING

- **Select and train qualified observer controllers (OCs)**
- **Review all pertinent publications**
- **Identify when AARs will occur**
- **Determine who will attend AARs**
- **Select potential AAR sites**
- **Choose training aids**
- **Review the AAR plan**

T652/OCT 03/VGT-12

PREPARATION

- **Review training objectives, orders, METL, and doctrine**
- **Identify key events OCs are to observe**
- **Observe training and take notes**
- **Collect observations from other OCs**
- **Organize observations**
- **Reconnoiter the selected AAR site**
- **Prepare the AAR site**
- **Conduct rehearsal**

T652/OCT 03/VGT-13

CONDUCT

- **Seek maximum participation**
- **Maintain focus on training objectives**
- **Constantly review teaching points**
- **Record key points**

T652/OCT 03/VGT-14

FOLLOW UP

- **Identify tasks requiring training**
- **Fix the problem--**
 - **retrain immediately, revise SOP, integrate into future training plan**
- **Use to assist in making commander's assessment**

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ASSESSMENT ACTIONS

- **Select type of evaluation**
- **Develop an evaluation plan**
- **Conduct evaluation training**
- **Conduct after-action reviews**
- **Provide feedback to the chain of command**

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Appendix B Test(s) and Test Solution(s) (N/A)

Appendix C Practical Exercises and Solutions (N/A)

HANDOUTS FOR LESSON 1: T652 version 1

This Appendix Contains

This Appendix contains the items listed in this table---

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 thru SH-1-3
SH-2, Student Notes	SH-2-1 thru SH-2-7

Student Handout 1

This Student Handout contains Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of two hours of small group instruction.

Overview

Training assessment is an integral part of the training management cycle. Throughout, leaders benefit through the leadership assessment and development program that occurs concurrently with the training evaluation and assessment process. Ultimately, we make adjustments in resources, personnel, training, methods, and other areas to refine the training program focus. This lesson consists of a before class reading assignment, a TVT, and a classroom discussion.

Learning Objective

Terminal Learning Objective (TLO)

Action: Analyze the techniques of training assessment,
Condition: as a first sergeant in a classroom environment, given FM 25-101 and TC 25-20,
Standard: Analyzed the techniques of training assessment IAW FM 25-101 and TC 25-20.

ELO A Determine the process for evaluation.

ELO B Determine the process for conducting After Action Reviews (AARs).

ELO C Determine the training assessment process.

Assignment

The student assignments for this lesson are

- Read FM 25-101, Chapter 5.
 - Read TC 25-20.
-

**Additional
Subject Area
Resources**

FM 7-0

Bring to Class

FM 25-101
TC 25-20
Pen or Pencil and writing paper.

Student Handout 2

This Student Handout contains Student Notes.

Student Handout 2

TRAINING ASSESSMENT

ANALYZE THE TECHNIQUES OF TRAINING ASSESSMENT

T652/OCT 03/VGT-1

TYPES OF EVALUATIONS

- **Formal**
- **Informal**

T652/OCT 03/VGT-2

EVALUATION PLANNING

- **Type of exercise**
- **Date of exercise**
- **Type of evaluation**
- **Support requirements**
- **Coordination for external evaluation support**

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DETAILED EVALUATION PLANNING

- Commanders intent and focus for the exercise
- Pre-execution checklist
- Level of evaluation
- Dates for training the evaluators
- Plan for conducting evaluator training

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EVALUATION PLAN

- Intent of the exercise and the evaluation
- Evaluation procedures
- Exercise scenario
- Training objective
- Guidance on conduct of AARs
- Resource guidance

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EVALUATION PLAN, CONT

- Required coordination
- Evaluator's role in safety
- Rules of engagement
- Required references including those for slice units
- Evaluation checklist

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EVALUATOR RULES

- Train-up and rehearsal
- Know the terrain
- *Do not argue*
- Identify strengths as well as weaknesses
- Patiently observe *ALL* actions of the unit
- Do what the soldiers do
- Know OPFOR training objectives

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AAR KEYPOINTS

- Conduct during or immediately after each event
- Focus on intended training objectives
- Focus on soldier, leader and unit performance
- Involve all participants in discussion
- Use open-ended questions
- Relate to specific standards
- Determine strengths and weaknesses
- Link performance to subsequent training

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AAR FORMAT

- Introduction and rules
- Review of training objectives
- Commander's mission and intent (what was supposed to happen)
- Opposing force commander's mission and intent
- Relevant doctrine and tactics, techniques, and procedures

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AAR FORMAT, CONT

- **Summary of recent events (what happened?)**
- **Discussion of key issues (why it happened and how to improve)**
- **Discussion of optional issues**
- **Discussion of force protection issues (discussed throughout)**
- **Closing comments (summary)**

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AAR PROCESS

- **Planning**
- **Preparing**
- **Conducting**
- **Follow-UP**
(Using AAR Results)

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PLANNING

- **Select and train qualified observer controllers (OCs)**
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- **Determine who will attend AARs**
- **Select potential AAR sites**
- **Choose training aids**
- **Review the AAR plan**

T652/OCT 03/VGT-12

PREPARATION

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T652/OCT 03/VGT-13

CONDUCT

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T652/OCT 03/VGT-14

FOLLOW UP

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- Fix the problem--
 - retrain immediately, revise SOP, integrate into future training plan
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T652/OCT 03/VGT-15

ASSESSMENT ACTIONS

- **Select type of evaluation**
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- **Conduct after-action reviews**
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